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Physics Procedia 33 (2012) 1149 – 1154

Physics

Procedia

2012 International Conference on Medical Physics and Biomedical Engineering

Discussion on construction and development of local higher vocational colleges' teaching supervision

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Abstract

The teaching supervision work is the most important link of college teaching quality assurance system, plays an important position in the teaching management and the school development and is systemic engineering with rich connotation and denotation. From the teaching supervision theory and development, this article synthesizes the teaching supervision development in higher vocational colleges combining with the local condition, through research and other forms, understands teaching supervision status, tries to find out the effective ways to solve the problems appeared to truly display the role of teaching supervision.

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Keywords: vocational college, teaching supervision, teaching quality

1. Introduction

Just as promulgated "national long-and mid-term education reform and development program (2010-2020)" explicitly points out: "improving quality is core task of the higher education development and is the basic requirements of constructing the powerful nation of higher education"; the vocational education "should take the improving quality as the key," and must "set a kind of education development concept with the core of improving the quality, pay attention to education connotation development". In recent years, along with the social demand of different talents, higher vocational education with the main task of cultivating senior skilled talents has achieved rapid development. At the same time, popularization development of higher vocational education has resulted in a series of problems. One of the most fundamental and most important problems is teaching quality problem and higher vocational education teaching quality has become the key of higher vocational colleges' reform and development. In numerous factors of ensuring the quality of talent training, effective teaching quality monitoring system is the key. Therefore, higher vocational education' intramural teaching quality monitoring has become a very important and very urgent reality problem and also a research topic deserving to pay more attention.

The teaching quality monitoring refers to do monitoring and regulation of teaching process by the intended target and standard by, to ensure each link and stage of teaching process and the final results were able to achieve the anticipated target and to meet demanders' needs. But the teaching supervision as an important part of the teaching quality monitoring system, it covers everything from the teaching management, the teacher training to students learning situation in every aspect. The most direct, main education form of school education is the classroom teaching. In current vocational institutions steering activities perspective, due to the restricted development condition, classroom is still the main place for students to study, and the classroom teaching is still the main way for students to acquire expertise and develop vocational ability. So constructing harmonious class teaching quality fair monitoring mechanism, updating quality standards in each section of the classroom teaching, establishing scientific standardized effective classroom teaching quality evaluation system in higher vocational colleges is an important content of the teaching quality monitoring and also an important protection to improve the quality of higher vocational education teaching. Teaching supervision also plays an irreplaceable role in this respect.

2.The content of teaching supervision

What is "supervision"? As the name suggests, "vision" of "supervision" is namely look. Supervision refers to do monitoring, supervision and management for the site or a particular link and process to make the result can reach the predetermined targets. Supervision function is the basic function of the higher schools' teaching supervisions and also the foundation of existing. Through monitoring, supervising and managing the school teaching process, teaching supervision can ensure the normal and orderly development of teaching activities, and ensure that all departments can effectively completed tasks of education, teaching and teaching management. The "guide" of "Supervision" is namely guidance, which contains the meaning of advising and guiding. The fundamental purpose of implementing teaching supervision system is to improve the teaching level of whole school education. Therefore, only the supervision is not enough, we also need to make targeted help and guidance. "Look" is to find the problem, find the gap, "guide" is to solve the problem and to lead to the correct, "look" is a means and "guide" is the aim. At present, vocational colleges in various places exist some following problems of "supervision" functions:

2.1.Deviating understanding of teaching supervision

Some departments and some teachers' understanding of teaching supervision work are not very clear. They think teaching supervision is dispensable, the teaching supervision can be accomplished by the educational administration department, and there is no need to set up special supervision institution, the class teaching evaluation is just nominal without any practical significance.

2.2.Imperfect professional structure of teaching supervision team

Due to the limited teaching supervision team, it can't reach every respect of each major. In the commentary process, it is inevitably to make some deviation, especially being short of participation of enterprise and industry.

2.3.Too slant narrow enforcement content of teaching supervision

In the process of implementing, teaching supervision exists the problem of narrow supervising range and uneven heavy and light in varying degrees. Such as emphasizing on classroom teaching quality supervision, being insufficient to other teaching links and teaching process supervision; laying particular stress on quality supervision of theory teaching, being not enough in practice and practice teaching link; laying particular stress on teaching order, but lacking the strength in the aspect of student ability cultivation.

2.4. Too simplified work style of teaching supervision

In the implementation work of teaching supervision, the teaching supervision often has been located in “look” and “check”. We highlight the word of “supervision” and the aspect of “lead” is inadequate. Through visiting a class, we give the class teaching quality evaluation. For the teacher existing problems in teaching process and with great students’ views, the “lead” aspect is inadequate. We should guide them how to carry out the effective personal guidance and to help them improve teaching methods and service.

3. Improvement, suggestions and ideas of teaching supervision

3.1. The organization of supervision

From the nature and task of teaching supervision work perspective, steering teacher should firstly be the successful teachers and administrators with abundant teaching experience, that are not only familiar with the front-line teaching, have higher academic attainments, deeply love the education career, but also work responsibly with highly objective and fair authoritative ideas of the problem. Secondly, they should make correct judgment to school interior problems in teaching and complete the guidance and supervision. Again, they must be able to effectively communicate with school management, teachers playing curriculum and students, make them have a good relationship and complete the bridge and link among the three. Finally, they need to have a healthy body and energetic energy to ensure teaching supervision work smoothly.

Generally according to the actual situation, the school establishes two-stage teaching supervision organization between school and departments: school teaching supervisor office and department teaching supervisor office. Teaching supervision office is the permanent organization established by school. Teaching supervision works in accordance with the prescribed duties under the leadership of vice-chancellor and competent department. Teaching supervision office works in the department under the guidance of each director, vice director of teaching. School appoints 11 ~ 15 school teaching supervisor to composite the teaching supervisor office and appoints one steering director, 2 ~ 3 deputy directors of steering. Each department employs 3 ~ 5 teaching supervisors to composite teaching supervision organization. School supervisor office, as independent agencies Settings, hires one full-time personnel as secretary of teaching supervisor office being responsible for organizing and coordinating school daily assessment activities of teaching supervision.

Building a scientific and reasonable supervision team can be carried out in following aspects: the first is recruiting 1 -2 young personnel with strong responsibility supplementing steering teams to engage in collecting and summarizing basic teaching affairs and information; the second is selecting 3 – 4 four young teachers who can be department managers, also can be specialized teachers owned years teaching experience and prominent teaching achievement from the school inside. They understand the development trend of education reform and the latest research results and information, which can provide the scientific service of supervision work; the third is hire 5-6 experts and key teachers in maternal college or other colleges who have rich experience in teaching, depended but can devote themselves to supervisory work in schools. According to the distribution of school students’ scale and major (direction), the school should appropriately increase the number of steering teachers. So, setting up the supervision team combining the old, the middle-aged, and the young can guarantee teaching supervision working effectively.

3.2. Perfecting working mechanism of local higher vocational school’s teaching supervision

Firstly, establishing and improving the teaching supervision system is mainly including two aspects: the first is university-level supervision system. The traditional way is teaching supervision being anchored in the teaching management department, while the new supervision system requires establishing steering system relatively independent and having responsibility directly for the school competent leader. So it is

not only beneficial to the function of "supervision", also can avoid the embarrassment of teaching supervisors with dual status: "both evaluation bodies also evaluation objects". The second is department-level supervision system. Namely, drafting several personnel and taking as the massagers of secondary teaching supervision department from departmental management departments and professional teachers. They collect, master, feedback teaching information through their class and visiting a class on first-line.

Secondly, we need to improve the teaching supervision system. Local vocational school supervision work often lacks the theoretical guidance and system guaranty, mostly uses undergraduate researching school's practice for reference and ignores the practical effect. Therefore, it must be quickly issued the supervision system, such as "the comment list of teaching supervision about classroom lectures", "teaching supervision work ordinance", and "the teaching supervision team construction management measures" and so on.

3.3.The basic responsibility of supervision

Persisting in the idea of "combining supervision and guidance and being guidance-based ". In the respect of "supervision", going deep into the first line teaching, enter the classroom, laboratory, graduation design studio or other teaching field to have lectures and understand the situation; making the comprehensively monitoring for the teaching quality of each section of the teaching in all levels of the entire school; implementing inspection for teachers' exemplary virtue, imparting knowledge and educating people, the discipline and learning, teaching methods, teaching organization; looking up and reading the teachers' teaching documents (including: the syllabus, textbooks, teaching ambition, lesson plans, multimedia courseware, etc) and teaching archives and material of the management; inquiring teachers and students about the teaching process conditions and problems. In the respect of "guidance", making deep survey and understanding from students for the teachers' teaching work and making a comprehensive analysis and research for the investigation, and giving the corresponding evaluation result; Finding advanced example in teaching and assisting well the summarizing and promotion of the experience and communication; adopting a conversation with the teacher or open forums and other manners to solve the problem, studying the improvement of teaching method with relevant teachers jointly, and putting forward effective feasible suggestions; Participating in various teaching assessment, rewards and honors, and providing information and advice. Steering experts should actively participate in the young teachers' teaching contests, excellent lesson plan design competition, excellent courseware competition, speaking lesson contest activity, etc, to guide the teaching content, blackboard writing, teaching methods and means, the application of professional vocabulary, the language instrumentation and imparting knowledge and other aspects. the school choose two teachers with good teaching effectiveness and different teaching styles to make demonstrative teaching activities in each semester, young teachers and experts of the supervision organization actively participating in speaking lesson, and having the face-to-face discussion after class from the aspects of "teaching itself, teaching methods and teaching effects, etc," to promote classroom teaching level of the whole school.

3.4.Being clear about the work mode of teaching supervision in the local higher vocational school

The first is being clear about the work goals. The main purpose of teaching supervision is to promote the teaching job smoothly and to see problems correcting timely in the teaching process in order to improve the teaching quality. Therefore, we need to be clear about overall objectives and concrete goal, long-dated goal and immediate goal of the teaching supervision.

The second is to determine the work content. Main job content of teaching supervision is the classroom teaching quality monitoring, namely monitoring the teacher's teaching and the student's classroom behavior. The local vocational schools, as one channel of cultivating application-oriented talents, require strengthening practice course. While many local vocational schools are given priority to the classroom teaching form, and the practice teaching monitoring is insufficient. But neither classroom teaching nor

practice teaching, are two weak links of the current monitoring. Therefore, we should strengthen two weak links of teaching quality monitoring and to make it become the main contents of teaching supervision work.

The third is being clear about the way to work. Teaching supervision work is firstly mainly by individual going deep into classroom, teachers and students, but at the same time, we should become partners and mentor with the school leader, the teaching management personnel, and the teachers. It should become the model of school team cooperation.

3.5. Being good at summing up, extracting the experience and winding level.

Each semester, we should hold on sum-up meeting for work coordination regularly or irregularly and implement summary of experts' suggestions. We should hold supervision reviewing meeting in each semester, attended by the school leader, each department director and teaching secretary, all experts of the supervision organization and academic staff, to make systemic summarizing for teaching supervision work of each semester, to explore and implement the principle of "strict supervision, pertinent assessments, wisely guidance, sincerely help". adhering to the combining working mechanism of the conventional supervision and special supervision, the key inspection and general inspection, the traditional way and the innovation, really doing well each work of "supervising teaching, supervising studying, supervising managing, supervising building, supervising checking ", do doing the supervision with the naturalization and institutionalization, promoting the establishing of quality long-effect mechanism, to lay solid foundation for improving the teaching quality monitoring system. Also we should seize the opportunity to summarize and exchange, promote the teaching experience, improve theoretical level of teaching management, to change the understanding of teaching management concept, and have a further thinking about how to make teaching management scientifically and institutionalized from the specific routine work.

4. Concluding

Anyhow, the teaching supervision is an important part of teaching quality assurance system and a basic teaching management system for local vocational colleges' self-realization management, self-discipline and self-perfection. The construction and practice of teaching supervision system is complicated system engineering. Based on many years supervision work, higher vocational colleges of each place have gradually established a teaching supervision system which is comprehensive, three-dimensional, multi-level and converging of the whole teaching process to make teaching supervision work having got a remarkable achievement. But steering team exists the problem of aging, being heavy in" supervising" but light in "guidance", and the problem of later teaching quality monitoring and so on, which all needs to be further enhanced. The improvement of teaching quality about higher education is eternity that requires college further perfecting the teaching quality monitoring and security system, namely it not only needs to give full play to the role of teaching supervision, but also needs all the teachers, students and staff to cooperate with each others. Only by carrying out teaching supervision work keeping pace with the times, achieving the supervision work with goals, plans and implementation, emphasis, summarizing, can it improve the quality consciousness of teachers and administrators, prompt regulating teachers' teaching behavior, increase students' learning effort and let the administrative departments provide superior quality services for teaching work.

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